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ABSTRACT

Intended for librarians, this manual provides a framework for operating a toy library and a training course which will teach parents how to use toys and games that help preschool children learn important skills and ideas, and which in turn will assist parents in understanding some basic things about how a child learns to think. Toys used in the course are sound cans, color lotto, feely bag, stacking squares, wooden table blocks, number puzzle, bead-o-graph, and flannel board and shapes, all of which have been developed by the Far West Laboratory for Educational Research and Development in California. A set of scripts corresponding to a set of eight filmstrips and cassette tapes is presented, along with guidelines for using filmstrip equipment, a list of available 16mm sound films, and addresses of service film libraries. The librarian is also provided with a plan detailing possible activities for each of eight class sessions, and with a set of sample course evaluation forms. For the librarian who wishes to establish and operate a toy lending library, an outline of duties, library location considerations, supplies, and cataloging procedures are suggested. (FM)

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LIBRARIAN MANUAL

For the Parent/Child Toy-Lending Library

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Before You Begin...

Be sure you have your own copy of each of the two Parent Guides:

1. "HOW TO PLAY LEARNING GAMES WITH A PRESCHOOL CHILD"

and

2. "LEARNING GAMES TO PLAY WITH A PRESCHOOL CHILD"

as well as enough extra copies so you can give them to each parent who will be taking the training course. You will need to read all of "HOW TO PLAY LEARNING GAMES WITH A PRESCHOOL CHILD" before you study the ideas and suggestions in the pages that follow.

Section I

HOW TO OPERATE A PARENT/CHILD TRAINING COURSE

A great deal of planning has to be done before a course for parents can be started. If all these plans are carefully followed, it will be possible to train many groups of parents to use the toys at home with their 3-year-old or 4-year-old children. This part of the book includes all the information that is needed before the course begins.

1. What Does the Course Try to Do?

The Parent/Child Training Course teaches parents how to use toys and games that help preschool children learn some very important skills and ideas. In the course, the parent also learns some basic things about how a child learns to think.

Children must develop the skills of seeing, hearing, feeling, and so on--because these are the things that help them think clearly and well. They must develop their language skills because language is the basic tool for thinking. They must develop their ability to form "concepts" (bigger ideas) because concepts help to organize thinking. They must develop problem-solving ability because problem-solving is the key purpose of thinking.

In the course, the parent also learns some ways of understanding how children feel about themselves, about their families, and about the world. It is very important for each child to:

* feel good about himself, his family, and his people;
* believe that what he thinks and says and does makes a difference;
* believe that he can be successful; and
* believe that he can solve problems.

As the parent begins to play these games with the child, she will begin to take a more active part in the child's education. At the same time, the parent will begin to make important decisions about what the child is going to learn and who is going to teach him.

2. Who Developed the Games--And Why?

For several years a group of men and women at the Far West Laboratory for Educational Research and Development in California have been working on a program called "Education Beginning at Age Three." The Laboratory is a non-profit public institution that operates mainly with money from the United States Department of Health, Education and Welfare. But the money to work on this program came from the Carnegie Corporation. The people who developed these games have worked for many years with parents and children and teachers. All of the toys used in the course have been tested and checked and tested again with many groups of parents and children in many different places.

The people who developed the games believe that:

* the child should not get any special rewards for learning something new -- the only reward should be the pleasure the child gets from the act of learning;

* the child should be free to "explore" what he is going to learn;

* the child should learn at his own speed;

* the child should learn right away what happens if he acts in a certain way; and

* the things that a child plays with should lead him to discover other things in the world around him.

All the toys used in the Parent/Child Training Course were tested very carefully to be sure that they met these basic needs.

3. What Toys Are Used in the Course?

Here is a list of the toys that are used in the course.

1. SOUND CANS: for sounds that are the same and not the same

2. COLOR LOTTO: for color matching and color naming

3. FEELY BAG: for shape matching and shape naming

4. STACKING SQUARES: for sizes that are the same and not the same

5. WOODEN TABLE BLOCKS: for longer-shorter activities

6. NUMBER PUZZLE: for numbers and observation

7. BEAD-O-GRAPH: for pattern repetition and extension*

8. FLANNEL BOARD AND SHAPES: for shape-size-color discrimination

If you expect to train 12 parents in each course, you will need 12 sets of toys so that each parent can take the same toy home for a week. It is a good idea to have some extra toys, too, in case some pieces are lost. If a parent forgets to bring back a toy after using it at home, the person who teaches the course should say: "We would like to have it back so someone else can use it." However, there should be no cost to the parent if the toy is lost or broken.

You will also need a parent guide for each person in the course, plus a copy for yourself. Therefore, if you expect to train 12 parents, you will need 13 copies of Parent Guide 1 ("How To Play Learning Games with a Preschool Child").

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*To play the Color Blocks games, you select 16 cubes from this toy.

4. What Other Equipment Is Needed?

The Parent/Child Course uses eight filmstrips (there is one for every toy) that show parents how to use each toy in several ways. With each filmstrip a sound tape is used so that the filmstrips will seem to be "how-to-do-it" movies.

Each weekly session of the course usually has a movie also. These films show the parents important ideas about how children grow up and what children need to be healthy and happy.

To show the filmstrips, the course leader needs:

* A filmstrip projector.

  One can be borrowed from a nearby library or college or school, or church, or one can be rented from a local dealer (See "Audio-Visual Equipment and Supplies" listing in the yellow pages of the local phone directory).

* A cassette tape recorder.+

  One can be borrowed from a friend, or from a nearby library or college or school.

To show the movies, the course leader needs:

* A 16mm sound movie projector.

  One can be borrowed from a nearby library or college or school or church.

The course leader must learn how to operate each of these machines before first session of the course begins. The leader must check electrical wall sockets. Also, the leader must be sure to have a large piece of white paper taped on the wall so the pictures will be easily visible. The filmstrip projector and the cassette player are run at the same time. One gives the pictures. The other gives the sounds. (See pages 31-32 for suggestions on using filmstrip equipment.)

All eight color filmstrips and tape cassettes must be available before the course begins.* Here is a checklist to guarantee that none is missing:

A. Sound Cans (1 game)

B. Color Lotto (2 games)

+A "beep" sound on the tape tells the leader each time the filmstrip is to be moved forward.

*Be sure that each filmstrip is matched with the correct sound tape. See instructions on pages 31-32.

C. Feely Bag (2 games)

D. Stacking Squares (5 games)

E. Table Blocks (3 games)

F. Number Puzzle (2 games)

G. Color Blocks (1 game)

H. Flannel Board (3 games)

On the following pages is a set of scripts for the tape cassettes. These scripts may be photocopied locally and handed out weekly to parents to help them remember what they heard when they watched each filmstrip. They can also be used to help start the role-playing practice.

There is no need to read the scripts now. They are placed here only in case they are needed during the course. To continue reading, skip ahead to page 31.

NOTE: All of the basic materials (except movies) may be purchased from:

General Learning Corporation
250 James Street
Morristown, New Jersey
07960

SOUND CANS

FRAME NUMBER	AUDIO
1	This is a game called Sound Cans.*
2	After playing this game, your child will know which sounds are the same, and which sounds are not the same.*
3	Playing the Sound Can game helps children pay attention to what parents are saying.*
4	Careful listening also helps children at school, in spelling and following directions.*
5	First, put the Sound Cans on a table, or on the floor.*
6	Let the child play with the cans for a while.*
7	(Sound of cans)*
8	(Sound of cans)*
9	After she has played a while, you can start the game. "We are going to play a game now."*
10	The child can change the rules of this game whenever she wants to. Play the game her way.*
11	(Child) "I want to put the Sound Cans in the ball."*
12	"OK, where do you want to put this can?"*
13	She might want to make up her own game; you can join her as she plays.*
14	"Let me help you put one in."*
15	She might not want to play the game with you. (Child) "No, I want to play by myself."*
16	Let her do whatever she wants. Let her go on playing by herself.*
17	If she wants to play the game, she'll say so.*
18	Begin playing this game by dividing the sound cans.*
19	You take all the cans that have marks on the top. Give the other cans to the child.*

---

* These marks show when the "tone" or "beep" is heard. Advance to the next frame each time at the tone signal.

FRAME NUMBER	AUDIO
20	Pick up one of your cans, and shake it a little.*
21	Point to the child's group of cans and say, "Find one of your cans that makes the same sound as the one I'm shaking."*
22	She might shake a can that makes a different sound.*
23	Tell her, "Your can does not make the same sound as mine. Try another can."*
24	(Child) "OK"*
25	(Child) "Hey, this is the same."*
26	Since she shook the can that made the same sound as yours, tell her, "Yes, these two cans make the same sound."*
27	Put both cans out of the way.*
28	Pick up another one of your cans and shake it.*
29.	Point to her cans and say, "Find one of your cans that makes the same sound as the one I'm shaking."*
30.	(Child) "Hey, these two cans make the same sound."*
31	After learning how to play the game, she may want to direct you. Be willing to play the child's part. If you wait a little before giving the answers, she might match the sounds herself.*
32	Your child might want to take the cans with the marks on the top. Let her try out all the different ways to play that she can think of.
33	Keep going as long as the child wants to play this game.*
34	"Find one of your cans that makes the same sound as the one I am shaking."*
35	(Child) "OK"*
36	(Child) "Hey, these two cans make the same sound."*
37	"Yes, these two cans make the same sound."*
38	You should stop playing with the sound cans when the child seems to lose interest.*

-END-

COLOR LOTTO

Game 1

FRAME NUMBER	AUDIO
1	This is a game called Color Lotto.*
2	Playing this game gives your child practice in matching colors.*
3	To play this game, you need one Color Lotto Board, and two sets of colored squares, one for you and one for your child.*
4	First, let your child play with the Lotto Board and the colored squares.*
5	(Silence)*
6	Start the game by putting all the squares in front of you, leaving the board in front of your child.*
7	Pick out a square, for example, a red one. Hold it up and say,*
8	"Find a square on the board that is red, the same color as this square."*
9	If he points to a different color square,*
10	move your red square close to the square he chose on the board. Wait a few seconds so he can see the difference.*
11	If he does not correct himself, say "These two squares are not the same color. Find a square that is red."*
12	If he does point to the same color square, give him the square and say, "These two colors are the same color; they're both red. You may put this red square on the board."*
13	Hold up another square.*

FRAME NUMBER	AUDIO
14	"Find the square on the board that is blue, the same color as this square."*
15	If he points to a different color square,*
16	Move your square closer to the board and wait a few seconds to let him see the difference.*
17	If he doesn't correct himself, tell him, "These two squares are not the same color. Find a blue square, the same color as this square."*
18	If he does point to the same color square, give him your square and say,*
19	"These two squares are the same color; they are both blue. You may put the blue square on the board."*
20	Continue holding up squares until all the squares on the Lotto board are covered. "Find the square on the board that is green, the same color as this square."*
21	"These two squares are the same color; they are both green."*
22	He may lose interest in this game and want to make up his own game.*
23	Or, he may just want to play alone.*
24	Let him change the rules and play in his own way. If he wants you to, join in and play his game.*
25	Once your child has covered all the squares on the board, reverse the game by having the child remove the squares from the board.*
26	Pick up a square from the set that remains and tell him, "Now take off a square that is yellow, the same color as the square I'm holding."*
27	If he chooses a square that is not the same color, put your square next to his and again wait to let him see the difference.*

FRAME NUMBER	AUDIO
28	If he doesn't correct himself, say, "These two squares are not the same color. Find a square that is yellow."*
29	If he chooses a yellow square, tell him, "Yes, these two squares are both yellow."*
30	Continue playing until all the squares are taken off the board. "Take off a square that is red, the same color as this square."*
31	"These two squares are both the same color; they are red."*
32	If the child loses interest at any time during the game, stop playing.*

- END -

COLOR LOTTO
Game II

FRAME NUMBER	AUDIO
1	The second game with the Color Lotto Board gives children a chance to practice the names of colors.*
2	Game Two is more difficult than matching colors, so be sure your child can play the first Color Lotto game before you start.*
3	Take one set of the Colored Squares and put the Lotto Board in front of your child.*
4	Start by saying, "Point to a square that is blue." Don't show him a blue square.*
5	Wait a moment to let him decide which square is blue.*
6	If your child points to the blue square,*
7	give him your blue square and say,"What color is this square?"*
8	If he doesn't answer, say, "This square is blue."*
9	Then let him put the blue square on the board.*
10	"Point to a square that is green."*
11	If your child points to a different color square...*
12	you then hold up a green square and say, "Point to a square that is green, the same color as this square."*
13	"Yes, that square is green."*
14	Give him the green square and tell him that he can put it on the board.*
15	If your child wants to change the rules of the game, let him play his own way.*
16	After your child has put all the squares on the board, you can play the reverse game if he's still interested.*
17	For example, say, "Take off the blue square." Don't show him the blue square.*
18	If he takes off a blue square, ask him, "What color is that square?"*
19	"Yes, that's a blue square."*
20	The game is finished when all the squares have been taken off the board.*

-END-

FEELY BAG

Game I

FRAME NUMBER	AUDIO
1	This is the first game with the Feely Bag.*
2	To play the game, you'll need the Feely Bag and two circles, two squares, two triangles, and two rectangles.*
3	The Feely Bag games help children recognize shapes by both touch and sight.*
4	Begin by putting out the Feely Bag and shapes.*
5	Let your child play with them for a while. (Child) "This a circle? I can't. Where is it?"*
6	To start the game, put one of each shape in the bag.*
7	Put the other four shapes on a table or on the floor so your child can see them.*
8	Pick up any one of the shapes.*
9	For example, you might pick up a circle and say,*
10	"Find a shape in the bag that is the same as this circle."*
11	If she chooses a different shape, hold up your circle next to the one your child took out of the bag.*
12	Tell her, "These two shapes are not the same; try again." And put aside the shape she took out.*
13	(Child) "I try again -- I'll find one yet --I'll find one yet -- me find one."*
14	(Child) "Uh -- I found one already --"*
15	Since she did choose a circle, tell her, "Yes, these two shapes are the same; they are both circles."*
16	(Silence)*
17	Since she found the correct shape, put all four shapes back into the Feely Bag again.*
18	Now pick up another shape--for example, a triangle.*

FRAME NUMBER	AUDIO
19	Say to her, "Find the shape in the bag that is the same as this triangle."*
20	If she peeks into the bag during the game, tell her, "Now find the shape without looking."*
21	If she pulls out a triangle...(Child) "I found it." "These two shapes are the same; they are both triangles."*
22	Put all four shapes back into the bag...then continue to play the game.*
23	"This is a square. Find a shape that's in the bag that is the same as this square."*
24	(Child) "I can't, I don't know where to find it." "These two shapes are not the same, try again." (Child) "I'm trying to find it; here it is. I don't know ---"*
25	"These two shapes are the same; they are both squares."*
26	If your child thinks of new rules for this game, let her play it her way.*
27	Here she's invented her own special way to use the Feely Bag.*
28	Notice how the parent goes right along with her, changing from one game to another.*
29	(Child) "What's this thing doing in this for?"*
30	Stop playing as soon as she seems to be bored or tired.*

-END-

FEELY BAG

Game II

FRAME NUMBER	AUDIO
1	This is the second game with the Feely Bag. It's harder than Game One.*
2	This game helps your child identify the same shape by sight and touch.*
3	You need the same things to play Game Two. A Feely Bag and two each of these shapes: squares, triangles, circles, and rectangles.*
4	Before starting the game, let your child play a while.*
5	To start the game, put down one of each shape where your child can see them.*
6	Keep the other four shapes behind you, making sure your child can't see them. Then say, "Close your eyes while I put a shape in the Feely Bag."*
7	Take a circle from the pile your child can't see.*
8	Now tell her, "You may open your eyes and feel the shape inside the bag. Find a shape that is the same as the one in the bag."*
9	(Silence)*
10	If she chooses a different shape,*
11	have her feel the triangle she can see and the circle in the bag at the same time.*
12	Say, "These two shapes are not the same; try again."*
13	If she chooses a circle,*
14	take the circle out of the Feely Bag and hold it next to the circle she chose.*
15	Tell her, "Yes, these two shapes are the same. They are both circles."*
16	Put out the four shapes again and the other set of shapes behind you. Then tell your child to close her eyes again.*
17	Put another shape in the Feely Bag. This time you might put a square inside.*
18	Tell her, "Open your eyes. Feel the shape in the bag,*
19	then find one in front of you that is the same."*

FRAME NUMBER	AUDIO
20	"Yes, these two shapes are the same; they are both squares."*
21	You can play with the Feely Bag in different ways if your child thinks of new things to do.*

-END-

STACKING SQUARES

Game I

FRAME NUMBER	AUDIO
1	This game is played with a Stacking Toy.*
2	Playing the game helps your child tell which things are the same size and which are different sizes.*
3	Before you start to play the game, give your child time to play a while with the toy. Watch to see whether your child discovers that the toy goes together only one way.*
4	(Silence)*
5	Begin the game by taking off all the squares.*
6	Give your child the blue squares and keep all other squares in front of you.*
7	(Silence)*
8	Pick out one of the squares in front of you. Hold it up and say, "Point to a square that is the same size as this square."*
9	If he points to a different size square,*
10	hold your square next to the one he pointed to and wait a minute so he can see the difference in size.*
11	If he does not see the difference, help him by saying, "These squares are not the same size; try again."*
12	If he points to a square that is the same size as the one you are holding,*
13	hand your square to him and say, "Yes, both these squares are the same size. You may put this square on top of your square."*
14	"Find a square that is the same size as the one I'm holding."*
15	"Yes, these two squares are the same size."*
16	Keep holding up squares until all the squares are matched in front of your child.*
17	(Silence)*
18	Remember to watch closely to see if the child loses interest in playing this game at any time. If he does not want to play, you should stop the game.*
19	If he wants to change the game and play a different way,*
20	you should play his way.*

-END-

STACKING SQUARES
Game II

FRAME NUMBER	AUDIO
1	This is the second game with the Stacking Toy.*
2	Game Two helps children learn the meaning of the same color, and not the same color. It also helps children learn the words red, blue, green, yellow.*
3	Let your child play with the toy a while before starting the game.*
4	To start the game, take all the squares off the post.*
5	Give your child the eight smallest squares and keep the others in front of you.*
6.	Pick up a red square and say, "Point to a square that is the same color as this one."*
7	If your child points to another color, tell him what color he chose.*
8	"That color is green. Point to the red square like this one."*
9	If your child points to a red square, say, "Yes, both squares are red. Put your square on top of this one."*
10	"Point to a yellow square."*
11	"Yes, both squares are yellow. Put your square on top of this one."*
12	"Find a blue square."*
13	"Yes, these squares are both blue. You can put your square on top of this one."*
14	Continue playing until all the squares are matched.*
15	Some children might want to change the rules. Play whatever way the child prefers.*

-END-

STACKING SQUARES
Game III

FRAME NUMBER	AUDIO
1	This is the third game with the Stacking Toy.*
2	Game Three helps children recognize a pattern in a group of objects. It also helps them eliminate whatever does not belong in the group.*
3	Let the child play with the toy for a while before starting the game.*
4	Lay out three of the larges*, and one of the smallest squares.*
5	Then ask your child, "Which square does not belong in this group?"*
6	If he points to one of the large squares,*
7	say, "Point to all the squares that are the same size."*
8	"Uh huh."*
9	"Now point to the square that is different size."*
10	If the child doesn't answer, or if he points to one of the large squares, pick up the smallest square and tell him,*
11	"This square does not belong in the group because it is small, and all the other squares are large."*
12	If your child points to the one that does not belong,*
13	say, "Yes, that square does not belong in this group because it is small, and all the other squares are large."*
14	"Which square does not belong in this group?"*
15	(Silence)*
16	"Yes, that square does not belong in this group because it is large, and the other squares are small."*
17	You can change the game and play with color instead of size.*
18	"Which square doesn't belong in this group?"*
19	Let your child change the rules of this game whenever he wants to.*

-END-

STACKING SQUARES
Game IV

FRAME NUMBER	AUDIO
1	This is the fourth game with the Stacking Toy.*
2	Playing this game helps children see and extend patterns.*
3	Let your child play with the Stacking Toy for a while before you start the game.*
4	To start the game, stack all the red squares in order, with the largest on the bottom.*
5	Then put out the largest yellow, green, and blue squares.*
6	Ask your child, "Where do the other squares go?"*
7	If your child does nothing, or if she puts a square in the wrong place,*
8	point to the largest green square and ask her, "What goes here?"*
9	If she doesn't know, stack the green squares*
10	and ask again, "What goes here?"*
11	If your child doesn't understand, play another game with her.*
12	If the child understands how to repeat the first pattern, you can vary the game.*
13	Tell your child that you're going to make a new pattern, and make a stack like this.*
14	Start another stack with the largest blue square on the bottom and the next to the largest red square on top of it. Ask her, "What square goes next?"*
15	If your child does not know,*
16	put the blue square on and then say, "What square goes on top?"*
17	If the child completes the second stack, say,*
18	"Do the same thing with the yellow and green squares."*
19	Give her as much time as she wants.*

FRAME NUMBER	AUDIO
20	If she makes a mistake,*
21	point to the red and blue stacks and say, "The largest is on the bottom and the smallest is on the top."*
22	If she still does not see the error, make one correct stack with the the green and yellow squares.*
23	Then say, "You make the last stack." She can't be wrong unless she mixes up the sizes.*
24	Say to her, "That's right, because it has a green square, then a yellow square, then another green square and a yellow one. Do you want to play this game again?"*
25	If she says yes, change the combination of colors.*
26	If your child wants to change the game, play according to her own rules.*

-END-

STACKING SQUARES
Game V

FRAME NUMBER	AUDIO
1	This is Game Five with the Stacking Toy.*
2	The purpose of this game is to help your child see patterns and extend them.*
3	If your child has not played with the toy recently, give her time to play along a while before you start a game.*
4	When you are ready to begin Game Five, lay out the three largest red squares like this. Ask your child, "What square goes next?"*
5	Your child might not answer, or she might select the wrong square.*
6	If this happens, say, "The smallest red square belongs here."*
7	Then, lay out the two largest blue squares.*
8	Say, "Now, what goes next?"*
9	(Silence)*
10	Since she completed the patterns, ask her, "Can you line up the other squares the same way?"*
11	If she can do the first pattern, try some variations.*
12	Try a red and yellow pattern.*
13	Try going from small to large and alternating the yellow and blue squares.*
14	If your child seems confident that she can see patterns, ask her if she can start one for you to finish.*
15	Remember that she can change the game whenever she wants.*

-END-

WOODEN TABLE BLOCKS
Game I

FRAME NUMBER	AUDIO
1	For this game you'll need a box of Table Blocks.*
2	After playing this game, your child should be able to select the tallest object and the shortest object.*
3	Before you start the game, let your child play with the blocks a while.*
4	When he's ready to start playing, put blocks number one, five, and ten in front of your child. Don't put them in any special order.*
5	Keep all of the rest of the blocks next to you. Ask him, "Which block is the tallest?"*
6	If he makes a mistake, don't tell him he's wrong. For example, you might say, "You have picked the middle-sized block; find the tallest block."*
7	If he still chooses a block other than the tallest block,*
8	say, "You have picked the shortest block;" then point to the tallest block and say, "This block is the tallest."*
9	If he chooses the tallest block the first time, say, "Yes, that block is the tallest."*
10	Change the blocks to numbers two, six, and nine and say, "Which block is the shortest?"*
11	If he doesn't choose the shortest block, say, "You have picked the middle-sized block; find the shortest block."*
12	If he chooses the shortest block say, "Yes, that block is the shortest."*
13	Some children might mix up tallest and shortest. If you asked him to point to the shortest block and instead he picked the tallest one, say, "This is the tallest. Which one is the shortest?" Allow time for him to answer.*
14	Continue playing by changing the blocks so that your child gets to work with the different sizes.*
15	"Which block is the tallest?"*
16	"Which is the shortest?"*
17	Of course, your child might want to do something else with the blocks;*
18	he might even invent his own game, like stacking them up until they fall.*
19	You can join right in and play the way he wants to.*

-END-

WOODEN TABLE BLOCKS
Game II

FRAME NUMBER	AUDIO
1	Game Two with the Table Blocks is harder than Game One. You start this game when the first game becomes easy for your child.*
2	For Game Two, you need the same box of blocks.*
3	Start the game by putting out one each of blocks number one through ten.*
4	Pick up the number three block and say, "Find a block that is taller than this block."*
5	If he chooses a shorter one instead...*
6	put the number three block next to the one he chose and say,*
7	"That block is shorter...Find a block that's taller."*
8	Hand the number three block to your child. Meanwhile, put the short block that he chose over the side.*
9	If he does choose a block which is taller, say,*
10	"Yes, that block is taller...*
11	than this one."*
12	Since he chose the taller block, you can try picking a different size block and asking a different question.*
13	Pick up a number five block and say, "Now, find a block that is shorter than this one."*
14	If he chooses one that is shorter, say,*
15	"Yes, that block is shorter than this block."*
16	Continue playing like this, changing the blocks until he seems to understand the meaning of "taller" and "shorter," or until he no longer wants to play.*

-END-

WOODEN TABLE BLOCKS
Game III

FRAME NUMBER	AUDIO
1	This is the third game with the Wooden Taule Blocks.*
2	It is harder than Games One and Two, so be sure your child understands the first games before playing Game Three.*
3	Some children might act bored with the first games; you might try Game Three when this happens.*
4	Game Three helps children learn size relationships. It also helps them understand the concepts of taller and shorter.*
5	To start the game, put all the blocks beside you.*
6	Put out a number five block, a number one block, and two number three blocks.*
7	Hand your child a number three block and say, "Find a block that is the same size as this one."*
8	If she points to the same size block, say, "Yes, these two blocks are the same size."*
9	However, if she points to a different size block, tell her what she picked.*
10	"You have picked a taller block than this one. Try again to find one that is the same size."*
11	Next, put out two of the number four blocks, one of the number six blocks, and one number two block.*
12	"Find a block that is the same size as this one."*
13	(Silence)*
14	"Yes, these two blocks are the same size."*
15	Remember to let your child change the game or invent her own game with the blocks.*
16	If she does want to continue Game Three, keep changing the combinations, making the game harder by choosing blocks that are almost the same length.*
17	There are no duplicate blocks for numbers seven, eight, nine, and ten.*

-END-

NUMBER PUZZLE
Game I

FRAME NUMBER	AUDIO
1	This is the first game with the Number Puzzle.*
2	The purpose of the game is to help your child see the connection between numbers and amounts.*
3	First let your child get acquainted with the puzzle. Be sure you allow enough time for her to play before you start the game.*
4	When you are ready to begin, put out all the sections of the puzzle.*
5	Pick up the number one section and say,*
6	"This is the number one, let's count how many pegs there are---one."*
7	Then, pick up the number two section and say,*
8	"This is the number two."*
9	"Let's count the pegs --- one --- two."*
10	Your child might not want to count with you. Don't try to make her count out loud.*
11	She might want to put her finger on the number instead.*
12	Or, she might want to change the rules of the game.*
13	Play according to whatever new rules she invents.*
14	Your child might want to play for a while without your help. Let her play alone as long as she likes.*
15	If your child does want to keep playing the game you started, you should continue playing until you have counted all ten sections of the puzzle.*

-END-

NUMBER PUZZLE
Game II

FRAME NUMBER	AUDIO
1	This is the second game with the Number Puzzle.*
2	Before starting this game, you should give your child the chance to play the first game several times with you. If she seems to understand the first game, or if it appears to be too easy for your child, then you should begin Game Two.*
3	The purpose of the game is to help children count in sequence.*
4	To start the game, pick up the number one piece and say,*
5	"This is the number one and there is one peg. Which number comes next?"*
6	If she chooses anything but a number two, tell her what she has done.*
7	Pick up the number two piece and say, "The number two comes next. Do you want to count the pegs?"*
8	If she makes a mistake,*
9	count out loud, "One, two."*
10	If she does pick the number two section, tell her,*
11	"Yes, the number two comes next. Would you like to count the pegs?"*
12	However, if she makes two mistakes in a row, you should change to Game One.*
13	Continue playing until your child has counted all ten sections of the puzzle,*
14	or until your child seems to lose interest.*
15	Remember that your child can make up any other game to play with the puzzle. Switch the game as often as she wants, and play by her rules.*

-END-

26
COLOR BLOCKS
(Bead-O-Graph)
Game I

FRAME NUMBER	AUDIO
1	To play Game One, you need one box and color blocks.*
2	Playing this game helps children understand words like: "in front of," "behind," "on top of," and "underneath."*
3	Before you start this game, give the blocks to your child so that he can play with them.*
4	Begin to play by putting the box in front of your child. Be sure to sit on the same side as your child; otherwise, he might become confused about "front" and "back."*
5	Hand him a red block.*
6	Tell him, "Put your red block on top of the box."*
7	If he puts it in another place, tell him where he put it and repeat the place you want him to put it.*
8	"You have put the block in front of the box. Now put it on top of the box."*
9	When he does put it where you asked him to, say...*
10	"Yes, you put the block on top of the box."*
11	Then have him put the block in a different place. "Now, put the block in front of the box."*
12	Continue the game, using other positions. "Put the block behind the box."*
13	You can play with other positions by using these directions: "Put the block in back of the box."*
14	"Now take the block off the box."*
15	"Put the block underneath the box."*
16	Turn the box top upside down and say, "Put the block in the box."*
17	"Now take your block out of the box and put it beside the box."*
18	Take two blue blocks and place them a few inches apart. Then say, "Put your red block between the blue blocks."*
19	If your child wants to play some different type of game with the box and blocks, let him go ahead with his own version.*
20	You should play the game his way.*

-END-

FLANNEL BOARD
Game I

FRAME NUMBER	AUDIO
1	This is the first game with the Flannel Board. To play this game, you need the Flannel Board and Shapes.*
2	After playing this game, your child will be able to select shapes that are the same and shapes that are not the same as others.
3	First, let your child become familiar with the board and the shapes.*
4	Be sure you allow enough time for her to play by herself before starting the game.*
5	When you start to play, take off all the shapes from the Flannel Board, and put them next to you.*
6	Then put up two large red triangles and one large red circle.*
7	Then say, "Find the shape that is not the same as the other shapes."*
8	If your child doesn't answer, or if she points to a triangle,*
9	say, "Point to a shape that is the same as this one."*
10	If she points to the other triangle, say, "Yes, the triangles are the same shape."*
11	Then say, "Now point to the shape that is not the same as the triangles."*
12	(Silence)*
13	Since she pointed to the circle, say, "Right, the circle is not the same shape as the triangles."*
14	Put up three more shapes - for instance, two yellow squares and a yellow triangle.*
15	Say, "Find the shape that is not the same as the other shapes."*
16	"Right, the triangle is not the same shape as the squares."*
17	Some children might want to change the rules and make a new game.*
18	Play the new game with your child.*

-END-

FLANNEL BOARD
Game II

FRAME NUMBER	AUDIO
1	This is the second game with the Flannel Board. It is harder than Game One, so be sure your child can play Game One before you start this game.*
2	The purpose of Game Two is to help your child learn the same size and not the same size.*
3	It is a good idea to let your child play alone a while.*
4	To start the game, put the blue circles on the board like this. Notice that the only difference is in size. Shape and color are all the same.*
5	Then say, "Point to the circle that is not the same as the other circles."*
6	If she does point to the smaller circle,*
7	say, "Right, the small circle is not the same size as the large circles."*
8	However, if your child doesn't answer,*
9	or if she points to a large circle,*
10	you should point to a large circle and say, "Point to the circle that is the same size as this one."*
11	Then, if she points to a large circle, tell her, "Yes, the large circles are the same size. Now find the circle that is not the same size as the other circles."*
12	If she chooses the small circle, tell her, "Right, the small circle is not the same size as the large circles."*
13	Remember to watch your child to see whether she wants to play some other way.*
14	If she does, you should play whatever game your child invents.*
15	If she wishes, continue the game us ng two shapes of one size and one shape of another size.*
16	Use two small squares and one large one, all the same color. Say to her,*
17	"Point to the square that is not the same as the other squares."*

FRAME NUMBER	AUDIO
18	(Silence)*
19	"Point to the square that is the same as this one."*
20	"Yes, the small squares are the same sizes."*
21	"Now point to the square that is not the same size."*
22	"The large square is not the same size as the small squares."*
23	Play this game until the child is able to choose shapes that are the same size and shapes that are not the same size.*

-END-

FLANNEL BOARD
Game III

FRAME NUMBER	AUDIO
1	This is the third game with the Flannel Board.*
2	Game Three helps children learn which colors are the same and which are not the same.*
3.	Let your child play with the Flannel Board before you begin the game.*
4.	To start the game, put up two small yellow squares and one small red square. Notice that the only difference is color. All three squares are the same size and the same shape.*
5	Say to your child, "Point to the square that is not the same as the others."*
6	If your child points to a yellow square,*
7	you should point to the other yellow square and say, "Point to the square that is the same color as this square."*
8	If she points to the other yellow square,*
9	say, "Yes, the yellow squares are the same color. Now point to the square that is not the same as the yellow squares."*
10	If she points to the red square,*
11	say, "Right, the red square is not the same color as the yellow squares." Since she picked out the different color, you can put up another set of shapes.*
12	Make a set with two red triangles and one yellow triangle. Be sure that the triangles are all the same size.*
13	Ask your child to point to the triangle that is not the same as the other triangles.*
14	If she points to the yellow triangle, say,*
15	"The yellow triangle is not the same color as the red triangles."*
16	If she wants to change the game, play her way.*
17	If your child does remain interested in Game Three, you can use a blue circle and two red ones.*
18	Or one yellow triangle and two blue ones.*
19	Continue putting up different sets of shapes as long as your child is interested.*

-END-

Suggestions on Using Filmstrip Equipment

Before using the filmstrips and the tape cassettes, ask for instructions on how to operate both the filmstrip projector and the cassette tape recorder.

Always double-check to be sure you have a matching set of one filmstrip and one cassette for the toy to be demonstrated.

Always hold the filmstrips by their edges. Be sure to insert into the projector opening the end of the filmstrip that says "START." Then roll the filmstrip through the projector until the first "FOCUS" panel appears. Stop there and adjust the focus on the wall or screen until the word "FOCUS" can be read clearly.

Put the tape cassette into the tape recorder with the side marked "Manual" on the top. Then press the "Play" button on the tape recorder to start the sound. Adjust the sound level so that everyone in the room will be able to hear clearly.

The "tone" or "beep" on the tape indicates that it is time to move ahead to the next filmstrip frame. (Be sure the filmstrip is in the right position by following the script; each frame on the filmstrip is numbered to match the number shown on the left of each line of the matching script.)

Most filmstrips show two or more games that can be played with the same toy. When the first game ends on the filmstrip, a blank will appear on the wall or screen. But the tape recorder will continue to move forward automatically.

To show the next filmstrip right away, move the filmstrip ahead past the words "END" and then past the words "START" until the next "FOCUS" frame appears. Then simply wait until the sound on the tape advises what is to be done next.

But if the group of parents decides to role-play the first game before moving ahead to the next game that uses the same toy, press the "Stop" button on the tape recorder until the group is ready for the second (or third) game.

Always be sure to have the right filmstrip (and the right game) for the portion of sound tape that is playing. The scripts will provide a reference so that everything matches. If things seem to be mixed up, push the "Rewind" button on the tape recorder and rewind the filmstrip until both are in the position where a new game is to begin.

The automatic side of the tape cassette is to be used only where a DuKane Cassette Micromatic projector (an automatic type of tape/sound/filmstrip projector which some schools use) is available. For this projector, place the cassette into the projector with the "Automatic" side on top. The filmstrip is inserted into the opening in front just as in a manually-operated filmstrip projector. But when the tape is started in this type of projector, the filmstrip will move through the opening automatically, directed by impulses from the audio tape.

Use of this automatic equipment will mean that for each succeeding game, the sections of the filmstrip will be shown in sequence unless the "Stop" button is pressed at the end of each one. Then, when the "Start" button is pressed, the filmstrip and the tape will move ahead to the next game. And so on.

If only one or two of the games on a filmstrip are shown at one session by this automatic projector, and if the group wants to see the other games at a later time, run the filmstrip and tape forward automatically before the second session begins. Have the filmstrip and tape set ahead of time at the beginning of the game that would have come next if the entire tape had been played earlier.

* * * * * * * * * * * * * * * * * * * *

Here is a list of 16mm sound movies that can be shown to parents during the course. See pages 37, 40, 44, 45, and 47 to find out what week they will be needed. Plan ahead at least one month. That way, the request for each movie will reach the film library in plenty of time. Then each movie can be mailed so it will arrive on time. If the meeting place is located a long distance away from the film supplier, then some extra time may be necessary.

A. "Parents Are Teachers, Too" (22 minutes)
Order number: MTP #9058

B. "Talking Together" (20 minutes)
Order number: MTP #9059

C. "Discipline and Self-Control" (25 minutes)
Order number: MTP #9055 (Available with Spanish translation)

D. "With No One to Help Us" (19 minutes)
Order number: MTP #9060

E. "Jenny Is a Good Thing" (18 minutes)
Order number: MTP #9273 (Film also available in Spanish)

Each of these films may be borrowed at no cost through the 28 film libraries of Modern Talking Picture Service, Inc. Order by title and by MTP number. A list of the libraries is shown on page 33. As soon as the movies are ordered, the course leader should write promptly to:

Project Head Start
Office of Child Development
UNITED STATES DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Washington, D.C. 20201

Ask for booklets or guides to use with each of the movies. Give the name of each movie that has been ordered.

The course leader should see each movie before showing it to the group. Prepare a list of questions for the group to be sure everyone understands the main ideas in that movie.

ADDRESSES AND MANAGERS OF MODERN TALKING PICTURE SERVICE FILM LIBRARIES

Atlanta, Georgia 30308
714 Spring Street, N.W.
(404) 875-5666

Boston, Massachusetts 02134
1168 Commonwealth Ave.
(617) 734-3732

Buffalo, New York 14202
c/o Buchan Pictures
122 West Chippewa Street
(716) 853-1805

Cedar Rapids, Iowa 52404
c/o Pratt Educational Media, Inc.
200 Third Avenue, S.W.
(319) 363-8144

Charlotte, North Carolina 28202
503 North College Street
(704) 377-2574

Chicago, Illinois 60611
160 E. Grand Ave.
(312) 467-6470

Cincinnati, Ohio 45202
9 Garfield Place
(513) 421-2516

Cleveland, Ohio 44115
c/o Film Programs, Inc.
2238 Euclid Avenue
(216) 621-9469

Dallas, Texas 75207
1411 Slocum Street
(214) 742-4106

Denver, Colorado 80204
c/o Cromar's Modern Films
1200 Stout Street
(303) 244-4621

Detroit, Michigan 48235
15921 W. 8 Mile Road
(313) 273-2070

Harrisburg, Pennsylvania 17105
c/o J. P. Lilley & Son, Inc.
2009 North Third Street
(P.O. Box 3035)
(717) 238-8123

Honolulu, Hawaii 96813
c/o Film Services of Hawaii, Ltd.
742 Ala Moana Blvd.
581-928

Houston, Texas 77027
4084 Westhelmer Road
(713) 622-3841

Indianapolis, Indiana 46204
115 East Michigan Street
(317) 635-5331

Kansas City, Missouri 64111
3718 Broadway
(816) 561-1208

Los Angeles, California 90038
1145 N. McCadden Place
(213) 469-8282

Milwaukee, Wisconsin 53202
c/o Roa's Films
1696 North Astor Street
(414) 271-0861

Minneapolis, Minnesota 55420
9129 Lyndale Avenue S.
(612) 884-5383

New York
1212 Ave. of the Americas
New York, N.Y. 10036
(212) 586-5530
(Serving the boroughs of Manhattan & Bronx only.)

315 Springfield Avenue
Summit, N.J. 07901
(201) 277-6300
(Serving Connecticut, northern New Jersey and Southern New York State and the boroughs of Brooklyn, Queens & Richmond in NYC.)

Omaha, Nebraska 68102
c/o Modern Sound Pictures, Inc.
1410 Howard Street
(402) 341-8476

Philadelphia, Penn. 19107
1234 Spruce Street
(215) 545-2500

Pittsburgh, Penn. 15222
910 Penn Avenue
(412) 471-9118

St. Louis, Missouri 63103
c/o Swank Motion Pictures
201 So. Jefferson Ave.
(314) 534-5211

San Francisco, Cal. 94105
16 Spear Street
(415) 982-1712

Seattle, Washington 98103
c/o Rarig Presentation Services, Inc.
2100 North 45th Street
(206) 633-3878

Washington, D.C. 20036
Suite 4, 2000 "L" St. NW
(202) 659-9234

The five movies needed for the Parent/Child training course may be borrowed from these offices. There is no charge, but the dates when movies will be needed must be arranged about one month ahead of time.

5. Where Can the Course Be Located?

The meetings of the Parent/Child Training Course should be held in the same place each week. A room may be found in any of these locations:

* School Building
* Church
* Library
* Hospital
* Vacant Store
* Community Center
* Town Hall

It is very important that the location be within easy walking distance for the parents. A place near a local bus stop would be good, too.

6. How Is the Course Leader Chosen?

The parents of the community will probably want to learn from someone who lives in that same community. They are not likely to be comfortable with an "outsider." The course leader should be someone who is really a part of the community. The amount of money the course leader earns should not be very different from the amount earned by the parents who take the course. But it is not necessary to be a mother to be a course leader. A warm, friendly man or woman--even one who is not a parent--can probably do a good job.

7. How Are Parents Selected for the Course?

If the course leader lives in the community, it won't be hard to find parents and ask them to come to the weekly meetings. Names of parents with very young children can be collected by talking to the office workers at the local elementary schools and high schools. The local librarian may have some names to suggest. If other community programs are already going on, the aides or parent coordinators may have good ideas. But, because schools already have to count ahead of time all the children who will be coming into their kindergartens, the school office is the best place to get the biggest list of names of parents of preschool children.

Parents cannot be signed up for the course by writing letters to them. Each parent must be told about the course personally. Getting a group of parents who are willing to take the course the first time is the very hardest job the leader will have. For that reason the leader should run only one course at the beginning. Later on, with more experience, two or three courses could probably be managed during the same period of time.

Child-care during the course meetings will always be a big problem. The child should not come to the meetings with the parent. Possibly a teen-age girl can be given the job of taking care of some of the children so that the parents will have free time to learn.

A local school district or community college may be willing to give the parents adult-education credit for taking the course. The course leader should visit the office of the nearest adult-education program and show them this book. When the staff understands what the course is trying to do for parents and children, it will be able to decide quickly if credits can be given. And the chance to earn adult-education credits should make more parents want to come to all the meetings once they begin.

8. How Can Visitors be Handled?

No visitors should be allowed before the third or fourth meeting. It takes time for the parents to begin to feel comfortable with each other and with the course leader. But once the meetings begin to run smoothly, visitors who drop in should be made to feel welcome.

If, by chance, a parent brings a child to one of the sessions, the course leader may be able to use that child as a "model" in the training.

9. What Is the Weekly Program?

Here is a plan for the 8-week or 9-week course.

Before each session, be sure to set up and check the filmstrip projector and the cassette tape player. Be sure the tape is in the position where the sound track starts. Focus the filmstrip projector on a blank section of the wall or on a large piece of white paper taped or tacked on the wall.

If a movie is also to be shown at that session, put the film reel onto the projector and check the focus and the sound level.

And, of course, be sure enough toys are ready so that each parent will be using the same toy at home during the following week. If 12 parents sign up for the course, 12 of each of 8 toys must be available.

Finally, be sure there are enough printed instructions for each game so that each parent can have everything needed to succeed.

NOTE: In the weekly meetings, a kind of "acting" called "role-playing" is used: (a) to help each parent get a better idea of how each game works and (b) to help each parent begin to see what the child will learn from that special game.

Role-playing means pretending to be someone else. It means getting the "feeling" of another person's part in the game. One person takes the other person's place and acts as he would probably act. Playing a "role" lets the "actor" find out other people's ideas and feelings. (Little girls are "role-playing" when they dress up in adult clothes and pretend to be wives and mothers.)

In the course, the parent is really doing the same kind of thing--except now the adult is pretending to be a child. In the course, role-playing lets the parent imagine how a child will act and feel in the game they will soon play together at home.

A. First Class

1. Introduce the course leader.

2. Introduce the parents.

3. Show the movie called "Parents Are Teachers, Too." The movie gives ideas for parents to help the young child learn from playing at home.

4. Discuss the film and try to get the parents to talk about these ideas:

   * What things in the home--like pots and pans--can a child use to learn from?

   * What things can children learn more easily at home than at school?

   * Should parents visit classrooms after their children begin to go to school every day?

   * Should teachers from the school visit parents and children at their homes?

   * Besides television, what other activities in the home are interesting to a child? What can the child learn from those other interesting activities?

5. Discuss the idea that toys are things children learn from. Toys can be used for learning such things as color, shape, size, "same" and "not the same."

6. A. Discuss why the course is useful--see page 1.

   B. Discuss what the course will have in it--filmstrips, movies, toys, games and so on--each week for eight weeks.

   C. Discuss the parent's job in the course--learning how to play the games, taking them home, letting the child play with them freely, and asking the child such questions as, "Do you want to play a game?"

7. Introduce the idea of "same sound" and "not the same sound." Discuss why listening skills are important for the child--for example, the sound of a fire siren does not "mean" the same thing as the sound of steam escaping from a boiler; the sound of a door buzzer does not "mean" the same thing as the sound of a "busy" signal on the telephone.

8. Give each parent a copy of Parent Guide 1, called "How to Play Learning Games with a Preschool Child." Remind all parents that they will need this handbook every week during the course.

9. Introduce the game called "Sound Cans." Show the filmstrip with

the sound tape. (See printed instructions for the game on page 2 of Parent Guide. See script of the sound tape on page 5 of this guide.)

A. To demonstrate the game, ask one parent to pretend to be a child. Play the game with that parent as the "child." Then ask two parents to play the game, one acting as a parent and the other pretending to be a child. Next ask all the other parents to play the game in pairs, one being the parent and the other playing the part of the child.

Explain to the group that this practice is called "role-playing" (see pages 35-36). Tell them that role-playing means that one person is acting the part of another person. The "actor" is doing what another person would do in a special real-life situation. Also explain that role-playing helps people to understand how other people do things and what it feels like to "be in someone else's shoes."

B. Now set up role-playing situations for the parents so they can plan what to do when a child says:

* "I don't want to play."

* "I'm not interested anymore."

(See page 2 of Parent Guide.) The actual script of the sound tape (see page 5 of this guide) can be used for this first role-playing session--just to help make the parents feel comfortable by knowing what to say.

10. Review the rules of the game called "Sound Cans" and answer questions. Be sure every parent has a full set of matched Sound Cans and a copy of the parent handbook before the group goes home.

B. Second Class

(Let everyone be introduced again--some names may have been forgotten during the time between meetings.)

1. Collect the Sound Cans. If some parents have not returned their whole sets of cans, gently remind everyone that, "We'd like to get them all back as soon as possible."

2. Discuss the ways that Sound Cans were used with children during the week. Ask if anyone had problems. Ask for examples of good results. Suggest ideas that parents can begin to use to find out if children are really learning to listen more careully--such as the different noises of car horns or the different sounds that come from full and empty glasses when they're tapped with a small spoon.

3 Introduce the game called "Color Lotto." (See pages 3-5 of Parent Guide for printed instructions. See pages 7-10 for the scripts of the sound tapes.) Show the two Color Lotto filmstrips with sound tapes.

4. Discuss the importance of color--traffic lights, clothing, map reading, painting and decorating, and so on.

5. Role-play the two Color Lotto games (See pages 3-5 of Parent Guide.) Half the parents should play the part of the child for each game. Then the other parents should be "children" for the second game.

6. Discuss "Self-Concept"--why some people feel good about themselves and their families but others don't. In this course one of the biggest jobs is to help each parent do and say things that will give the child a "positive" (or good) self-image. A child has a healthy self-concept if...

   * he likes himself, his family, and his people;
   * he believes that what he thinks, says, and does makes a difference;
   * he believes that he can be successful;
   * he believes that he can solve problems;

   therefore...

   * the parent must respond to the child;
   * the parent must accept the child for what he is;
   * the parent must treat the child as an important individual;
   * the parent must respect the child.

7. Be sure every parent has a complete set of Color Lotto before the group goes home.

C. Third Class

1. Collect all the Color Lotto games. If some of the color squares are missing, ask to have them returned at the next meeting.

2. Let the parents tell how they played the games and how their children liked them. Ask for specific examples that will tell a parent when a child knows how to name the colors.

    * Does the child ask to wear clothing of a special color?

    * Can the child name the colors of cars seen on the street or the colors of foods served at home?

    Remind the parents that playing the Color Lotto game correctly does not prove that a child can name colors, or match colors, in daily life.

3. Show the movie called "Talking Together." This movie will show parents what they can do to help their own children. Discuss the movie and try to bring out ideas like these:

    * Can this group talk together easily and comfortably? If not, what can be done so the parents and the leader can work together better?

    * If a mother has many children, she's likely to be very tired at times. How can she manage to come to meetings of this group?

    * Why should mothers take an active part in the education of their children?

    * How can parents and teachers help each other to do the best job of helping children learn?

4. Introduce the Feely Bag toy (see pages 6-7 of Parent Guide for printed instructions and pages 11-14 for scripts of the sound tapes). Show the two Feely Bag filmstrips with sound tapes. Role-play the two games if necessary.

5. Introduce the idea of specific language and explain the importance of giving instructions by use of precise, carefully-chosen words. (See pages 33-35 of Parent Guide.) Also discuss why some statements can help develop a positive self-image. Ask the parents to give examples of words that will hurt a child's self-image.

    Examples:

    A. "Keep the circles and squares on the table."
    NOT: "Don't put them on the floor."

B. "You picked a circle. Try to find a triangle."
NOT: "You got the wrong one."

6. Be sure each parent has a drawstring bag and two sets of shapes before the group goes home.

D. Fourth Class

1. Collect the Feely Bag toys.

2. Discuss the Feely Bag games. Did the children enjoy the games? Did they invent any new games of their own? Did parents have any problems with the toy? What other objects could be put into a drawstring bag--and what could children learn about shape and feel from those other objects?

3. Introduce the Stacking Squares toy. (See pages 8-15 of Parent Guide for printed instructions. See pages 15-20 for scripts of sound tapes.) Show the five filmstrips with sound tapes one at a time. Review the instructions and role-play each game before showing the next filmstrip. Discuss what the child should learn from each game. Point out to the parents that this toy (like all the others) is self-correcting. All the squares will fit on the center pole only if the biggest ones go on the bottom and the smaller ones go on afterward in the right order.

4. Discuss ways of helping children to learn and to use more words. (See pages 33-35 of Parent Guide.) Try to use examples during the role-playing.

   Examples:

   * "Yes, the red square goes next to the yellow square in that row."

   * "Which yellow square is the same size as this blue square?"

5. Be sure that each parent has one complete Stacking Square toy before the group goes home

E. Fifth Class

1. Collect all the Stacking Square toys.

2. Discuss how the children used the toys during the free-play time. Did a child invent a game of his own? Were children still interested after playing five different games? How can a parent be sure the child is beginning to see and to extend patterns? How about --

   * Setting knives, forks, spoons, and napkins at the table for dinner?

   * Lining up pairs of shoes by size on a closet floor?

   * Making designs on paper with pencil or crayons?

   * Arranging dolls in order from smallest to largest?

3. Introduce the Wooden Table Blocks. (See pages 16-20 of Parent Guide.) for printed instructions. See pages 21-23 for scripts of sound tapes.) Show the filmstrips of Table Blocks games (with sound tapes) one at a time. Discuss and role-play each game after a filmstrip is shown. Discuss what the child is to learn from each game. Show the parents that the child can learn the beginning ideas of the 1-to-10 number system from this toy. Point out that the design in the box makes the whole toy self-correcting. Discuss size relationships--longest,shorter, and so on. Discuss how these ideas can be used at home:

   * "He sleeps in the longest bed."

   * "Please bring me the shorter spoon."

4. Discuss some ways the parent can correct the child at home without using negative words (like "Don't" or "Stop" or "Cut that out!").

   Examples:

   A. "Keep the blocks together in the box."
      NOT: "Don't leave those blocks all over the kitchen."

   B. "Use the blocks to build a house on the floor."
      NOT: "Don't throw the blocks."

5. Be sure each parent has a complete boxed set of Table Blocks before the group goes home.

F. Sixth Class

1. Collect the Table Block toys. Check each box to see if any small blocks are missing. Ask the parents to look around at home for any missing piece.

2. Show the movie called "Discipline and Self-Control." It shows how to help the young child learn to accept control. The discussion guide (free from Head Start; see page 32) makes suggestions like these:

   A. Tell the young child the rules. He can't know them until he hears them.

   B. Know ahead of time what kind of problems might come up--like throwing blocks.

   C. Stop forbidden behavior (like hitting) but accept the child's feelings as being real to him.

   D. Remove the child from trouble and find something else for him to do.

   E. Don't be harsh--or weak.

   There are many other good ideas in the film that you can discuss with the parents. Continue to talk about the many ways of correcting a child without hurting his feelings.

3. Discuss the games that the children played during the week with Table Blocks. Were some new games discovered? Did anyone have any special problems? How can a parent be sure the child really understands size relationships after the games have ended? Can a parent make up his own "toy" using pencils or sticks or strips of cardboard or empty soft-drink bottles?

4. Introduce the Number Puzzle.* (See pages 21-22 of Parent Guide for printed instructions. See pages 24-25 for scripts of sound tapes.) Show the two filmstrips with sound tapes. Role-play each game after seeing the filmstrip. Discuss the importance of learning to count from 1 to 10 and of knowing the relationships among these numbers (Examples would include: pennies, nickels, and dimes; numbers on television dials; address and phone numbers; ages of children and their birthdays; and so on).

5. Be sure each parent has a complete set of number boards and small red pegs before the group goes home.

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*The Number Puzzle is also called "Numberite."

G. Seventh Class

1. Collect the Number Puzzles. (Since some small red pegs are likely to have been lost, you will need to check your supplies before using these toys with another group of parents.)

2. Discuss the games the children played at home. Ask the parents to tell about examples they have seen that would show the child is now learning to count from 1 to 10. (Remember--just playing the game right does not prove the child understands the number facts.) Can the child count telephone poles or cars or dogs as they come into sight? Does the child know how many people are in his family? Can he count a row of potatoes in the kitchen?

3. Introduce Color Blocks.* (See pages 23-26 of Parent Guide for printed instructions. See page 26 for script of sound tape.) Please keep in mind that there is one one (1) filmstrip and tape, but there are three games. Discuss the use of words that tell where an object is located--in, on, next to, in front of, behind, under. Ask each parent to use at least two of these words in the role-playing of the games. Take some extra time--in the role-playing--to show that words like "in front of" can mean different positions depending on where the parent and the child are sitting.

   Example:

   * If a block is in front of a box as seen by the child, it can be behind the same box as seen by the parent.

4. Show the movie called "With No One To Help Us." The movie tells how a group of mothers made changes in their community. In the discussion, try to help the parents explore these points:

   A. Where could a group get donations to help start a cooperative buying club?

   B. How would volunteer workers be found?

   C. Where would the group find a place to meet? To store food?

   D. How would transporation be arranged?

   E. Would 20 or 30 families make a large enough group to get a co-op started?

   F. What problems block the wholesale buying of fresh meat and fresh produce?

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*You will find the 16 color blocks you need in the Bead-O-Graph toy box, which contains more than 70 items. Simply select four (4) each of the red, blue, green, and yellow cubes (not cylinders).

G. Are there any co-ops in the area already?

H. What other cooperative activities would be workable for a people's action group?

I. Are there any other advantages (besides saving money) that would make poor people want to be "part of something"?

5. Be sure each parent has a complete set of color blocks before the group goes home. Also, if the next meeting will be the final one in the course, make a special effort to have the parents bring back any toys that may still be in their homes.

H. Eighth Class

(This meeting is the last training session. However, the group may want to meet together for discussion when the parents bring back the last toy.)

1. Collect the Color Blocks.

2. Show the movie called "Jenny Is a Good Thing." Discuss with the parents what they can do about basic foods. Here are some questions that can make the discussion more helpful to the parents:

   A. Why do people eat?

   B. Why do people eat what they do?

   C. What can children learn from--

      * setting the table?

      * preparing food?

      * serving food?

      * visiting a food store?

      * tasting new foods?

   D. Did you notice any differences among the children? Do certain groups like certain kinds of foods? Why?

   The movie discussion guide (free from Head Start) gives many other ideas.

3. Discuss Color Blocks--how they were used, problems, new games, and so on. Ask the parents how they can find out if their children can now understand and use words like "in" or "behind." What other things can be used to be sure the idea of arranging "patterns" has been learned? (Buttons, colored squares of scrap paper, beads, stones, and many other small things can be found around the home or outdoors.)

4. Introduce the Flannel Board. (See pages 27-32 of Parent Guide for printed instructions. See pages 27-30 for scripts of the sound tapes.) Show the three filmstrips with sound tapes, one at a time. Role-play each game after seeing that filmstrip. Discuss the ideas of same and not the same--for shape, size, and color. Tell the parents again about the importance of free exploration with a new toy. Children can invent all kinds of designs with a flannel board, so each parent must remember to play games with rules that the child makes up.

5. Ask the parents if they want to plan for one more meeting a week later to discuss the Flannel Board games and to share their ideas and their experiences. If they don't want to come to another group meeting, tell the parents exactly when the Flannel Board toys are to be brought back to the leader. Try to give the parents two good choices--a time in the day or a time in the evening. That way, it will be easy for them to bring the toys back safely. In a pleasant way, make them understand that other parents cannot take the course if the toys are not put back for the next group.

CAUTION:

In this 8-week course, a list of ideas to be discussed has been arranged according to a once-a-week plan. But if the parents want to discuss a different idea or problem that is more important to the community, the leader should not be rigid. Parents need to know how a child grows and develops. They need to know about a child's self-image. They need to understand what it's like to be a child. But no discussion leader can force people to think clearly about one problem when something else seems much more important to them at that time. A good discussion leader can guide a group of parents. But no one should ever push them into talking about just one idea because it happens to fit the leader's plans.

10. Do the Toys Work Well?

If the community or a group of parents wants to get a full picture of the Parent/Child Training Course or of the toys used in it, here is a form that can be used to collect information. Make as many copies as are needed so that each parent can write on a separate form. Ask each parent to fill in a form at the end of the last meeting--or at a special ninth meeting if one is scheduled.

These forms are not needed unless someone wants to get a full picture of the results of the course.

TODAY'S DATE_____

QUESTIONS ABOUT THE TOYS

To help decide how well this program is working, we are asking you to answer some questions and to compare how well each toy has performed. Your answers to these questions will give us a picture of the program and some valuable suggestions for improving it.

Please be frank in your comments and do not put your name on these questions.

Thank you.

A. What did you learn from this experience that was useful?

B. What was the most interesting part of this experience?

C. What didn't you like about this experience?

D. How would you improve this program?

Please answer the questions below as well as you can.

1. What is important for your child to learn in school?

2 How can you help your child get ready for school?

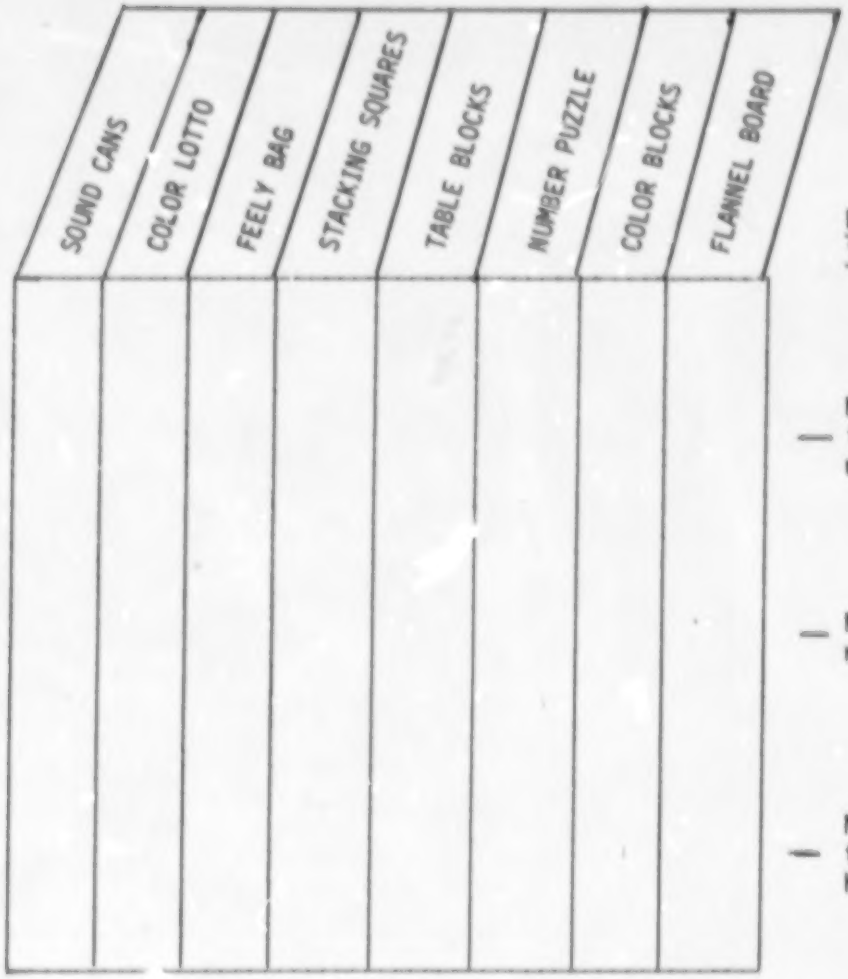
3. What does a child need to know before he (she) starts school?

COMPARE THE TOYS

In this group of the questions we want you to compare the toys you worked with. *Please make a dash (-) on a line.*

For example, suppose you were asked to show how INTERESTED your child was in the three toys below. If your child was very interested in the Sound Cans, you would put a dash (-) at the top of that line; if your child was not interested in the Stacking Toys, you would put a dash (-) at the bottom of that line; and if your child was neither very interested nor very uninterested in the Color Lotto toy, you would place a dash (-) in the middle of that line.

TOYS



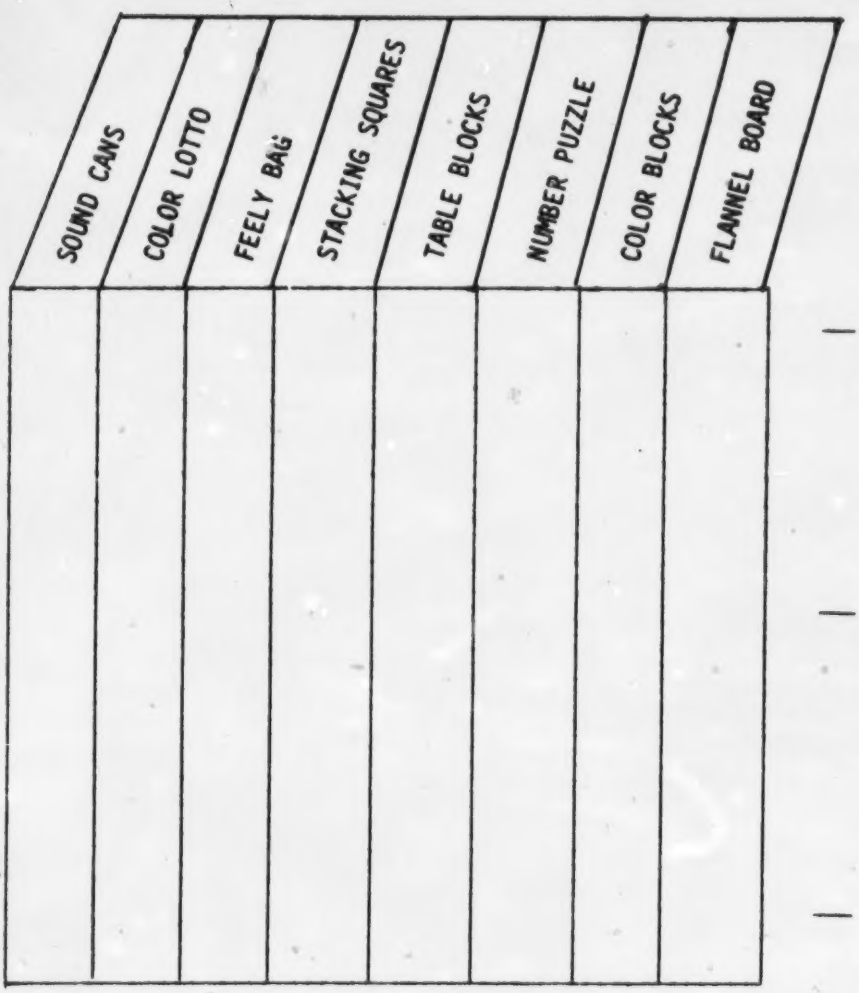
How interested was your child in each toy?

— My child was very interested in this toy (he played it 20 minutes or more for 5 days.

— My child was neither interested nor uninterested in this toy.

— My child was not interested in the toy. He tried it once; then he didn't want to play it.

Please make dashes (–) to show how clearly you understood the directions for playing games with these toys.



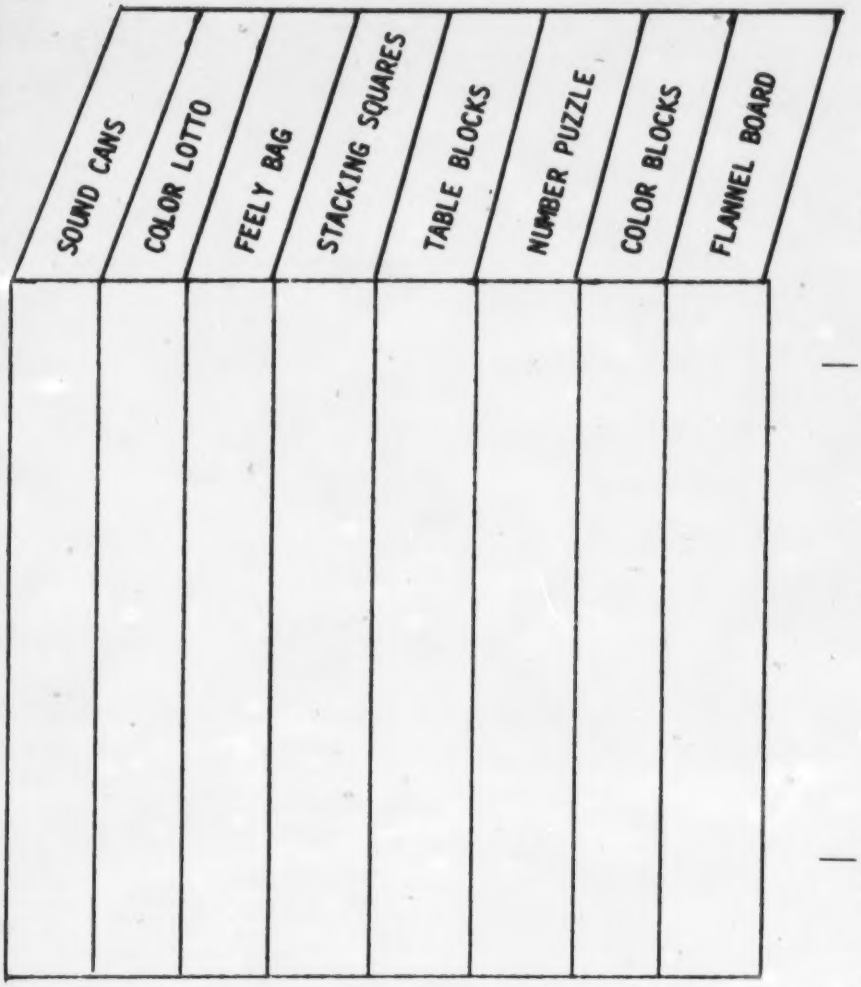
Were directions clear?

— The directions for using this toy were very clear. It was easy for me to understand how to play this toy with my child.

— The directions for using this toy were neither very clear nor very confusing. They can be improved.

— The directions were very confusing. It was very hard for me to understand how to use this toy. The directions should be written more clearly.

Please make dashes (-) to show <u>how easy or hard it was for your child to play with each toy</u>.

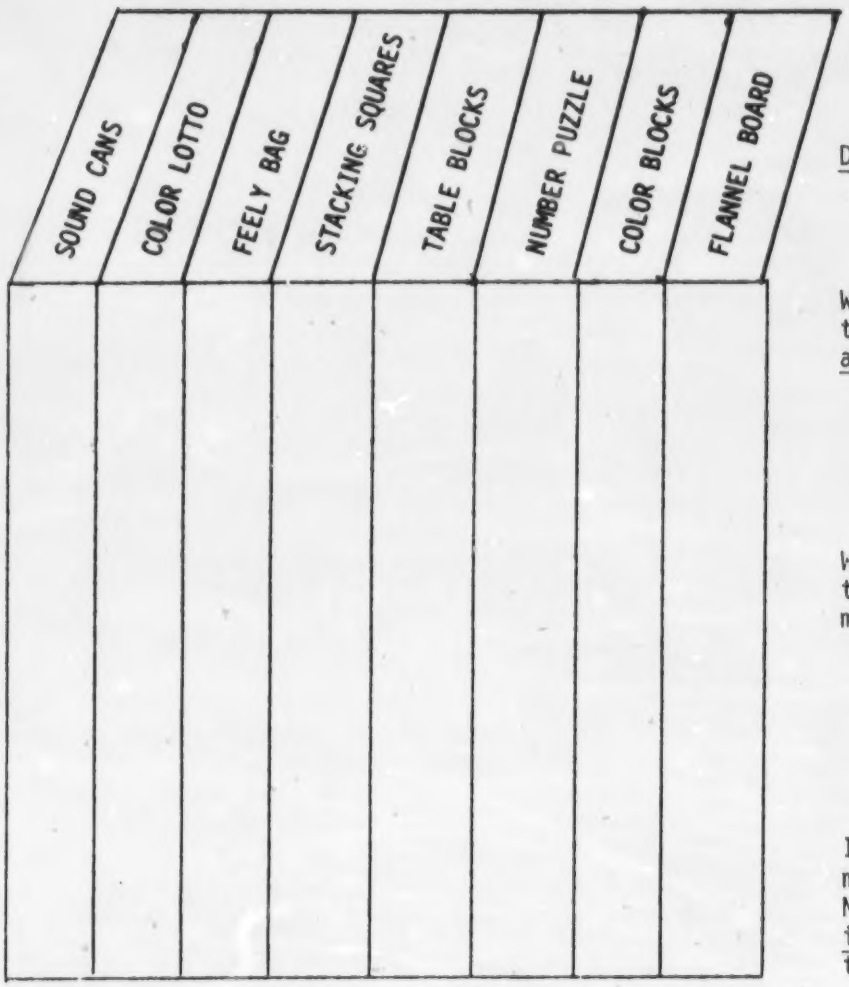


<u>Was it easy to play the game?</u>

___ The game using this toy was <u>very easy</u> for my child to play.

___ The game using this toy was <u>very hard</u> for my child to play.

Please show how much you felt your child was learning when he played with each toy.



Did the child learn much?

When my child played with this toy, he seemed to be learning a great deal.

When my child played with this toy, he learned a little but not much.

I feel it was a waste of time for my child to play with this toy. My child doesn't seem to be learning anything when he plays with this toy.

Section II

HOW TO OPERATE A TOY LIBRARY

This handbook -- combined with the parent handbook -- makes it possible to operate a local parent/child toy lending library. This section should not be used until the contents of all the other materials are fully understood.

The "librarian" will probably be the same person who has been chosen to be the course leader. That means that the librarian will be someone who lives in the community and has a good feeling for the people who will be borrowing the toys.

Duties of the Librarian

Since the librarian has probably already acted as course leader, she will know what kinds of toys will be most helpful to the parents and children who borrow them.

After the course leader (and librarian) has managed one parent training course, she will have the job of planning and running more courses for other parents who have preschool children. Each course should start on a different day of the week; and each should begin with one of the following toys:

* Color Lotto
* Sound Cans
* Feely Bag

The weekly schedule for the courses must be arranged so that enough of each toy will be in the library for the group meeting when it will be needed.

A chart like this one may help in the planning:

	Class A	Class B	Class C
1st week	1	2	3
2nd week	2	3	1
3rd week	3	1	2

(Class A uses Toy #1 in its first meeting, Class B uses Toy #2 in its first meeting, and so on).

In addition to scheduling more parent courses, the librarian will have the job of buying and taking care of a number of different toys. The list of additional toys is shown on Page 57 of this book. The librarian should probably ask some of the parents which toys they think should be put into the library.

After these extra toys are ready to be loaned to parents, the library will need to begin to keep a set of file cards -- one for each child. A card might look like this one:

Sanchez, Mrs. Roberto
Maria (age 3 1/2)

Concept Formation

Pattern Box - September
Spinner Board - October

Senses

Alphabet Board - August and September

Problem Solving

Property Blocks - September
Matrix Games - October

This kind of record card will tell the librarian and the parent which toys each child has already used. The card will also show what skills or concepts each child still needs to practice at home. The librarian can also make personal notes on this kind of card -- such as what game made the child bored and what game the child liked most of all.

But the most important use of record cards will be to show what each child has not yet learned. That information will help the librarian pick the right toys for each child when the parent comes back for new materials to use at home.

Where the library is located

The toy-lending library should, of course, be set up in the same room where the parent training course meets.

The librarian needs some working space and a storage area. The toys must be locked in a closet or storeroom if the room is used by other people for other purposes. It is also necessary to have a safe storage place for the filmstrip projector and the cassette tape player, if they are kept in the same building. The library must have safe electrical outlets so that the filmstrip projector and other equipment can be used when needed.

The library must be open during the hours when a parent training group is meeting -- possibly 6 p.m. to 8 p.m. But the library should be open at the same time on other days. The parents who have come to the course meetings regularly will want to borrow other toys afterwards. A regular weekly schedule should be arranged so that everyone in the community can begin to use the toys at home. The best way to decide what hours the library should be open is to discuss this problems with the first group of parents.

Supplies

In addition to all the basic equipment and toys listed in the handbook for course leaders, here are some toys that will form the basis for a good parent/child toy-lending library:*

Alphabet Board & Letters

Coordination Board

Hundred Peg Board

Inset Shapes Board

Pattern Box

Property Blocks

Spinner Board

Matrix Game

In general, replacement parts are not sold separately (unless shown in the suppliers' price lists) so it is important for the library to check each toy carefully when it is returned by the parent. If many pieces are missing, the toy will not be useful to another parent and child.

If money is not available to buy all the toys listed, people in the community may be able to make some toys themselves. Or it may be possible to borrow some from a nearby kindergarten during the summer months.

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*Instructions for using these toys can be found in Parent Guide 2 ("Learning Games to Play with a Preschool Child"). The toy library should have a supply of these Parent Guides on hand for loan with the toys listed above. The toys themselves, as well as the Parent Guides, may be purchased from General Learning Corporation, 250 James Street, Morristown, New Jersey 07960.

Card Catalog

The librarian should, of course, keep a card file on each child whose parent visits the library (see page 56). That kind of record will make it possible to help each parent when requests are made for additional toys and games on future visits.

But another set of cards should be made in the library. This set would include one card for each toy; each card would tell what the toy is and what games can be played with it. White index cards measuring 3" x 5" can be obtained easily for this purpose.

Here is a sample card:

SOUND CANS

Two sets of small, covered metal cans. Each set includes six cans, each with different objects inside. Each can makes a different sound when shaken.

Purpose: To teach the child to identify sounds that are the same and not the same.

The card catalog should also include another set of cards -- the same size but of a different color. These cards would tell what learning activity results from playing a specific game.

Here is a sample card:

IDENTIFYING "SAME" AND "NOT THE SAME" SOUNDS

A game played with two sets of metal cans. Parent shakes one can at a time and asks the child to find a can that makes the same sound.

The cards that tell about the toys and the cards that tell about the games should be kept in a place where a parent visiting the toy library can look at them easily. Those cards will help the parent to choose the right toy to use at home with each child.

But the toy librarian needs another kind of record system. Every time a parent borrows one of the toys, the name and address should be marked on a card or in a folder, with the date on which the toy was loaned. Then, if the toy is not returned in a reasonable amount of time, the librarian will know who borrowed it and how to get word to that person.

Here is a sample of how a record system could be arranged.

TOY: Stacking Squares

BORROWER: Mrs. Jacqueline Reynolds

Address: 140 Avenue C, Bayville 94737

Phone: 621-9475

Date checked out: 9/14

Promised date of return: 9/21

Any record-keeping system will work if it allows the librarian to keep track of all the toys. But if no records are kept, the toys will be lost and the library will not be able to continue to lend them to other parents.